Family Guide

This handbook is designed to acquaint all parents with the current policies and procedures of the Shaloh House Preschool, an educational setting for community children. Each room is staffed with one qualified Lead Teacher and one qualified Assistant teacher. a graduate assistant (GA). In addition, a variety of child and family needs are met through Shaloh House and its community partners.

MISSION STATEMENT

Shaloh House embraces the most current practices in Early Childhood Education and values whole child development through interest and project-based curriculum. Our teaching staff is committed to providing a safe and loving environment in which children explore, discover, learn and play with supportive guidance..

REGULATORY LICENSING

The Shaloh School is licensed by the Massachusetts Department of Early Care and Education. Parents are welcome to contact the local regional office for information regarding our school's regulatory compliance history. The local EEC office can be contacted via phone at (617) 988-6600 or by mail at 1250 Hancock St #604, Quincy, MA 02169.

PROGRAM PHILOSOPHY

Shaloh House and its staff believe that children learn best in a supportive, loving, home-like environment where they are encouraged by caring adults who observe and learn beside them. We believe that children should be given time, appropriate materials, and engage in meaningful interactions to develop intellectually and emotionally.

The teachers in our program are advocates for children who love and encourage them to develop academically, physically, and socially. As they listen and learn with each child, they assess and guide the learning process and empower children to make sense of their world.

Children are provided with appropriate materials in our beautiful sunlit rooms. The environment is carefully thought out and room arrangement reflects a child centered view. Materials are displayed in a functional yet inviting manner which nurtures the child's inner creativity. Children's varied abilities are accounted for in the preparation of the programs. Tools and props are rotated frequently to reflect the needs and interests of the group.

Families and culture are celebrated at Shaloh House. The role of parents to our program is vital. The involvement and family connectedness is an integral piece of what makes our program strong. Families are frequently visible in and around the program, sharing life and what they love with the children. Their role in informing and working together with their child's teacher is the glue that keeps our program in place.

PROGRAM GOALS

Shaloh House is deeply committed to nurturing playful learning, recognizing that young children learn best through exploration, discovery, and hands-on experiences. Our philosophy centers on the understanding that play is not just fun, but a fundamental pathway to cognitive, social-emotional, physical, language, and creative development.

Shaloh House aspires to meet the needs of all children and families. We provide care and developmental stimulation through play-based academic growth opportunities for young children as well as educational opportunities for families through our parent resource center and family nights. Teachers at our program see themselves as researchers, learning about each child's development and simultaneously furthering their own pedagogical knowledge. They specialize in developing and implementing the newest techniques based on the growing body of research that shows positive correlations between home-like indoor environments and strong interpersonal relationships and the ability to concentrate. In our indoor and outdoor classrooms, we are constantly discovering and caring together. The young child is a member of his/her family. It is our aim to work with each family to create the best possible environment for their child while in our program. The staff and college students of Shaloh House focus on the total and unique growth and development of each child. We promote:

- Cognitive Development: Learning to solve problems and form concepts, discovering and exploring the near environment. Through playful activities, children naturally engage in critical thinking and problem-solving.

- Social-Emotional Development: Developing self-esteem and personal adjustment skills, achieving self-confidence in relationships, developing a sense of responsibility and persistence in completing tasks. Play provides countless opportunities for children to interact, share, cooperate, and resolve conflicts, building strong social and emotional foundations.

- Physical Development: Developing hand and body coordination, learning physical skills, learning good health habits. Active play, both indoors and outdoors, is essential for developing gross and fine motor skills and promoting a healthy lifestyle.

- Language Development: Expressing wants and needs using words, developing communication skills with adults and peers. Through imaginative play and interactive experiences, children expand their vocabulary, practice communication, and develop narrative skills.

- Creative Development: Expressing ideas through creative skills, expressing self through creative media, developing the ability to think and act in different and unique ways. Play-based learning encourages children to think outside the box, experiment with new ideas, and express their individuality through various artistic and imaginative outlets.

NON-DISCRIMINATION POLICY

Shaloh House does not discriminate on the basis of race, religion, cultural heritage, political beliefs, marital status, national origin or sexual orientation. Toilet training status is not an eligibility requirement for enrollment.

RATIOS

Appropriate ratios are kept according to the Boston Pre-K guidelines of a staff/child ratio of no less than 2:20.

TUITION AND FEES

Tuition for 6.5 hours per day for 180 days per year is free to families and funded by the City of Boston. Parents may be charged fees for care and extracurricular activities before or after hours.

ARRIVAL AND DEPARTURE

Arrival and departure is a busy time in Shaloh House. Parents are asked to walk their child to their classroom. Parents must sign their child in and out of the program using the QR code that is posted at both building entrances/exits, as well as at the front desk. If the child is not signed out, you could be charged for extra time. If you have questions about how to sign your child in or sign your child out, please ask Elana Markov at the front desk.

ARRIVAL

During arrival it is very important to set up a routine that your family can follow every day. This provides your child with consistency, which provides a sense of security. Please keep teachers informed about your child's health, mood, eating habits, family situation, or anything you think might affect your child's behavior or mood while at school. We recommend that you help put away items in their cubby, walk your child into the room, greet the teachers and friends, help wash their hands, and assist your child in selecting a toy or joining an activity to settle them into the classroom.

When it is time for the person dropping the child off to go, tell the child you are leaving, and say, "Good-bye". If your child is having difficulty separating, signal a teacher for assistance. Feel free to call us later if your child is upset when you leave, and we will give you an update to let you know how he or she is doing.

DEPARTURE

If someone we do not know is to pick up your child, please inform the teacher with advance notice, before the adult comes to the school for pick-up. This person must be listed as an authorized person to pick-up your child on the enrollment paperwork. Remind the authorized person that we may ask for picture identification to insure your child's safety. We are not allowed to release your child to an older sibling.

If there are any changes in emergency contact information or individuals who are authorized to pick up your child, please fill out a Change of Information Form immediately. You may have up to three (3) different people who are authorized to pick up your child on the emergency directory. We strongly encourage families to have at least two (2) authorized people listed.

During departure, it is also important to follow a set routine. We recommend that when you arrive, you greet your child and the teachers, and let your child know how much time he or she has to wrap up the ongoing project or activity. While your child is finishing up is a good time to talk with the teachers to discuss your child's day, but this is not the time to have a full conference with the teachers. If you feel you need a conference, please ask the teacher to set a separate time for you to meet. On the way out, check your child's mailbox. Be sure and say, "Good-bye" to your child's teachers, so they know you and your child are leaving.

Once you have reunited with your child and begun departure, Shaloh House is no longer responsible for your child's safety. Please be sure he/she remains with you both inside and outside of the building.

ATTENDANCE

If your child is scheduled to attend the program, aftercare or extracurricular activities and will be absent, please notify the teachers as soon as possible by calling the office at 617-787-2200 or email office@shaloh.org.

OUR TEACHERS

All of our teachers meet the qualification requirements of the Boston Universal Pre-K Program and are licensed EEC teachers.

CURRICULUM

Shaloh House follows the BPS *Focus on K1* and *Building Blocks* curricula, including the *Summer Early Focus* curriculum. These curricula are child-initiated and emphasize learning through play as a primary vehicle for children's development, exploration, and growing independence. Play-based learning experiences provide children with opportunities to actively engage with materials, peers, and teachers while developing social, emotional, cognitive, language, and physical skills.

Curriculum development provides a framework for planning and implementing meaningful experiences with young children and their families. The Laboratory School's curriculum is child-centered, interest-based, and hands-on, with play intentionally embedded throughout the daily schedule. Through guided and independent play, children explore ideas, solve problems, practice emerging skills, and make sense of their world. While planned themes may be used at times, children's interests and play choices are carefully observed and used to adapt and extend learning experiences.

Each classroom is thoughtfully designed with interest centers such as blocks, dramatic play, manipulatives, art, sensory exploration, library, music and movement, and science. These play-based centers support exploration, creativity, collaboration, and inquiry. Children choose from a variety of developmentally appropriate activities throughout the day, allowing for both spontaneous play and teacher-facilitated play experiences that deepen learning. Each program maintains a balance of child-initiated and teacher-guided play experiences that actively engage children and promote creative expression.

Assessment is an integral part of curriculum planning. Ongoing monitoring and documentation of children's engagement during play and daily routines inform instructional decisions. Children's interests, strengths, and needs observed through play are used to shape curriculum development. Consideration is also given to students and families for whom English is a second language.

The community plays an important role in each child's world and is considered when planning activities and curriculum. Community members are often invited to the program to volunteer or share their experiences with the children, further extending children's learning through meaningful, real-world connections.

Curricular decisions are closely linked to ongoing assessment gathered daily by staff. These decisions are guided by principles of age-appropriateness, individual appropriateness, cultural relevance, and anti-bias practices, and are developed in partnership with families. Theory and research in child development, family studies, early childhood education, and early childhood special education inform curriculum and assessment practices.

Classrooms are rich in language opportunities and experiences that naturally emerge through play and daily interactions. These include stories, finger plays, poems, labeling of classroom materials, conversations during free play, family-style dining, and designated times for children to share ideas and thoughts. Children are encouraged to bring items from home to share, take on classroom responsibilities, and express their interests and ideas for topics to be explored through play-based investigations.

DAILY SCHEDULE

Each classroom has a daily schedule that is posted on the parent bulletin board inside each classroom. School hours are Monday through Thursday from 9:30 a.m. until 4:00p.m. and Fridays from 8:00 a.m. until 3:00 p.m. Early care, and after school is offered upon request.

ACTIVE SUPERVISION OF CHILDREN

Shaloh House Jewish Day School is committed to providing active supervision of all children at all times to ensure their safety, well-being, and positive learning experiences. Active supervision is a shared responsibility of all educators and is embedded in daily classroom practices, transitions, routines, and outdoor play.

Educators at Shaloh House practice active supervision by:

- Positioning themselves strategically to see and hear all children
- Continuously scanning the environment and monitoring children's activities
- Anticipating potential safety risks and intervening proactively

- Engaging with children to support safe, appropriate, and inclusive interactions
- Conducting frequent face-to-name attendance checks, particularly during transitions

Active supervision is maintained across all settings, including classrooms, playgrounds, hallways, bathrooms, and during arrival, dismissal, and group transitions. Staff ensure that supervision continues during meals, rest times, and special activities, with attention to required staff-to-child ratios at all times.

Assessment
Research-based assessments on a variety of levels are conducted throughout the year by means of progress reports, parent surveys, student surveys and program assessments. Some of these include:

OBSERVATIONS

During the preschool day, teachers will utilize observations and interactions to gain knowledge about each child and their learning. Each observer will use guidelines on how to observe children and record their observations.

Child observation format may include checklists, social inventory, anecdotal records, self-reflections, progress reports, samples of work, drawings, paintings, writings, stories and photographs, etc. Parents are welcome to view their child's portfolio at any time.

2. Progress Report

Progress reports for each child are generated three times a year: December, March, and June. After parents receive progress reports in December and March, a night of Parent-Teacher conferences will be scheduled for parents to discuss with teachers the results of the progress report. You will receive your child's progress report in advance of the Parent-Teacher conferences so that you may look over the report and come prepared with any questions or concerns you may have. Progress reports are confidential and will not be shared with other parents and/or teachers other than the staff directly responsible for the care and education of your child.

3. Ages and Stages Questionnaire (ASQ) and Family Contributions to Assessment
Shaloh House Jewish Day School uses the Ages and Stages Questionnaire (ASQ) for infants, toddlers, and preschool-aged children as a developmental screening tool to evaluate children's progress across key developmental domains. The ASQ supports the early identification of potential unmet needs or developmental challenges that may benefit from early intervention services.

Research consistently demonstrates that early intervention is critical to positive long-term outcomes for children who may require additional supports. The ASQ allows educators and families to work together proactively to ensure children receive appropriate and timely

services when needed.

Family Participation in the ASQ Process

Shaloh House recognizes families as essential partners in the assessment process. Families contribute meaningfully to their child's developmental assessment in the following two ways:

Families receive a copy of the Ages and Stages Questionnaire to complete at home at designated points during the school year, including at the beginning and end of the year. Completing the ASQ in the home environment allows families to observe their child's skills, behaviors, and routines across natural, everyday settings.

This process:

- Honors families' unique knowledge of their child
- Provides insight into skills that may not be fully observable in the classroom
- Supports culturally responsive and contextually accurate assessment

Families are encouraged to share their completed ASQ forms with the teaching team to support a comprehensive understanding of their child's development.

Ongoing Family Observation and Shared Reflection

Families are invited to share additional observations, reflections, and concerns about their child's learning and development throughout the year. These observations may be shared:

- During scheduled conferences
- Through written and verbal communication
- In meetings with teachers or administrators

Family input is reviewed alongside classroom observations and documentation to ensure assessment reflects the whole child, across both home and school contexts. This collaborative approach strengthens the accuracy of developmental screening and informs individualized planning and, when appropriate, referrals for early intervention services.

Child Assessment Plan

The Shaloh House School will prepare a written assessment in a report card for the

participation of each child enrolled. Classroom teaching teams will prepare assessments for the individual children in which they care for. Assessments will be prepared according to the Department of Early Education and Care regulation which states:

7.06(3)(a): Frequency: 3 months for toddler, preschool, and UPK children.

The Shaloh House School will provide a copy of each report to the parent and will schedule meeting time to discuss the child's development and participation in the program. The open dialog will allow parents to express any questions or concerns they may have including how the assessment meets the needs of their child. The purpose of completing assessments is to ensure that we are meeting the needs of children, determining their strengths and to set goals for learning. Setting goals for learning for children allows teaching staff to develop a stronger curriculum, which is geared toward individual needs as well as classroom needs. Setting goals allows teachers to improve the teaching-learning process within their classroom.

Children's written assessments also known as report cards will be based on the documented daily observations and completed ASQ assessments. The report card which is an observational assessment measure used by teachers and designed to assess the ongoing development and learning of children from toddler through kindergarten. The report card is organized into the areas of social-emotional, physical, language, cognitive, literacy and mathematics. Program staff have been trained in using ASQ assessments, written observations, and report cards.

Assessment and Continuous Program Improvement

Shaloh House Jewish Day School uses child assessment data as a meaningful tool to inform ongoing program evaluation and improvement. Teachers regularly collect and review assessment information through developmentally appropriate methods, including observations, documentation, progress reports, and family input. This information is analyzed not only to support individual children's learning and development, but also to identify patterns and trends across classrooms and age groups.

Program leadership uses aggregated assessment data to:

- Evaluate the effectiveness of curriculum implementation and instructional practices
- Identify strengths and areas for growth within the program
- Inform professional development planning and staff support
- Guide adjustments to classroom environments, materials, and daily routines
- Support continuous improvement efforts aligned with children's developmental

needs

Assessment data is reviewed collaboratively by educators and administrators in a manner that is ethical, confidential, and culturally responsive. Individual child data is never used in isolation or for high-stakes decisions, but rather as part of a comprehensive approach to reflective practice and quality improvement.

Through this intentional use of assessment information, Shaloh House ensures that program decisions are data-informed, responsive, and focused on promoting positive outcomes for all children.

MEETING INDIVIDUAL NEEDS OF CHILDREN/ENROLLMENT OF NEW CHILDREN

We prefer to have new children ease into the classroom and routines. Before the start of the new school year, parents will be given the opportunity to schedule an orientation appointment to meet with the child's teacher along with the child in the classroom. At this time, teachers will also seek information about the child's and family's interests and needs. As well, teachers will discuss the child's developmental history and add notes of this discussion to the child's record. The first day of school is a shortened day in order to slowly transition students into the school routine.

At the time of enrollment, the school office will require submission of the following to secure enrollment in our school:

- Completed School Registration Form
- A $300 non-refundable enrollment fee to secure their child's spot for the coming school year. (Early-bird registration fee is $100)
- An up-to-date (within a year) physical exam, immunization record and lead screening (including results).
- Parents will complete a Developmental History.
- The Director will discuss the child's Developmental History with parents and invite them to share additional information, including any other therapeutic, educational, social and support services the child may be receiving. Parents will also be asked about their child and family's interests and needs.
- Parents will attend an orientation in late summer.

If a child enters the program in the middle of the year, we recommend a few short visits, gradually lengthening the visit time, prior to full-day enrollment. This helps your child become familiar with the environment and also helps us get acquainted.

Each child is unique in his/her patterns and ease of adjustment to new situations. Be sure to talk with the staff daily during the transition phase. A consistent daily schedule (arrival and departure routines) also helps children adjust to a new routine and environment.

Transition & Separation

The parent and program will determine the transition when a child enters care. Typically, the child will spend three days transitioning into the program during different times of day before spending a full day in care. For children that are currently enrolled in the program, to reduce the stress of transition and change, which can be difficult, we will try to maintain groupings of children for ten months to a year before moving to the next age group. There may be situations related around regulations and a child's needs in which a child will need to move to the next age group before nine months.

Children sometimes have difficulty separating upon arrival at Shaloh House. This is typical behavior that, over time, should decrease as children become more secure in their new environment. Here are a few suggestions to help ease separation:

- Allow adequate time in the morning for arrival adjustment before needing to leave for work.
- While traveling, talk to your child about going to "school," who will be there, etc. This prepares your child for what will occur. When you are rushed, children feel hurried and anxious.
- When you arrive, help your child get "settled in" by becoming involved in play.
- Once your child is playing comfortably, tell your child it's time for you to go. (You might also try a two-minute warning ahead of time.) Please, do not leave without letting your child know. Children are establishing their sense of trust and need to see you go and see you return at the end of the day.
- Give hugs and kisses and reassure your child you will be back. It is helpful to give them an idea of your return by identifying a time of day you will be back (e.g. "I'll see you after snack").
- If there is still protest and difficulty, teachers are close by to help your child when you leave. Usually, children calm down and begin to play soon after you leave. Remember, even those children who are comfortable in play and in their environment need your attention, affection, and reassurance.

FIELD TRIPS

Occasionally, Shaloh School may plan educational and/or recreational field trips for our students. Field trips may include local walking trips to the library, post office, parks, etc. Parents will be asked to sign a permission form for these short trips. This signed permission slip will also serve as the permission to transport students in the event of an emergency. Trips requiring transportation will be planned and parents notified in advance. We will send home individual permission slips for these occasions. In such instances, we charter buses from Local Motion Boston, a reputable bus charter company in the Boston area. First aid kits and emergency medical and contact information will be taken on all field trips. All children will wear a name-tag with the Shaloh School contact information. The Director will take attendance prior to entering the bus and upon exiting in order to ensure every child's safety.

EMERGENCY PROCEDURES

- Emergency phone numbers are clearly posted by all phones.
- The parent/guardian provides, in writing, the names and phone numbers of persons to contact if the parent/guardian cannot be reached.
- In case of an emergency, a faculty/staff member may go with the child to the emergency room and remain until a parent/guardian arrives.
- Teachers report in writing any injuries that may occur while the child attends Shaloh House.
- Teachers notify the parent/guardian of any injury requiring first aid treatment.
- Teachers report serious injuries to the Program Director immediately.
- Fire drills are practiced once each month and tornado drills every three months, to prepare children in the case of an emergency. Shelter-in-place (lockdown) drills are held at irregular intervals throughout the year.
- Emergency evacuation plans are posted in each room, the hallway, and outside Shaloh House office.

GENERAL SAFETY PRACTICES

- Background screenings are conducted on all teaching staff.
- All staff members are mandated to report any suspicion of child abuse/neglect to the Department of Children and Families.
- Children are supervised at all times and appropriate child: staff ratios are maintained.
- Each room is equipped with a first-aid kit.
- Teachers take roll and monitor the number of children in their care.
- Teachers move throughout the play yard to ensure adequate and appropriate supervision.
- The play yard monitored closely for safety and improvements.
- Safety mats are used under climbing equipment indoors.
- Staff is trained in CPR, First Aid, and Choke Saving/Rescue Breathing.
- Medicines are stored out of children's reach and administered only with written permission of parent/guardian.
- Individuals who serve food wear gloves when handling ready-to-eat foods.
- Cleaning supplies are stored out of children's reach.
- Teachers fill out documentation for accidents, incidents, and health-related situations. Parents receive copies of accident/incident forms.
- Teachers follow universal precautions for blood-related accidents and incidents.
- Latex "free" gloves are available in each room for emergencies.

- Toys are checked frequently and broken toys are discarded.
- Parents are informed in advance of all field trips.
- Teacher-child ratio is adjusted for field trips to ensure that there is a higher ratio of adults to children.
- On field trips children must stay where teachers can see them at all times and vice versa.
- Health and safety information incorporated into the curriculum and taught to the children on a regular basis.

OUTDOOR PLAY

Outdoor play is an important part of the early childhood curriculum, and we consider the outdoors an extension of the indoor classroom. Toys, materials, and activities are also available outdoors to enhance the children's play experience. It is important for parents to provide the appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.).

In warmer weather, the shade trees often shelter our playground from the hot sun. Parents are encouraged to provide sunscreen. Children are also encouraged to get plenty of drinks to replenish body fluids. Typically, the length of time spent outside is reduced and often the children wait to go outside until late in the day or early morning when the sun is less intense.

PARENT PARTICIPATION

You are invited to observe anytime. Observing allows you to note age and individual related behavior patterns and to watch your child as he/she interacts in a social environment. Families and culture are celebrated in Shaloh House. The role of parents is vital. Family involvement and connectedness is an integral piece of what makes our program strong. Families are frequently visible in and around the program, sharing life and what they love with the children. Their role in informing and working together with their child's teacher is the glue that keeps our program in place. It is important to us that we develop skills and knowledge to work effectively with our diverse families. Our staff will use a variety of formal and informal strategies (including conversation) to become acquainted with and learn from families about their family. If you have questions about what you observe (i.e., children's behavior, use of materials, teacher's behavior, etc.), please ask the teacher about it. When observing, people often see only a snapshot in time and may not clearly understand the context surrounding a certain action in the classroom.

Your participation is eagerly welcomed in the programs. Your involvement can take many forms, and we hope that all parents will find meaningful ways to participate in their child's Laboratory experience. Some ways in which you may choose to participate include, but are not limited to:

- Field trip supervision
- Leading or assisting in special projects (literacy, art, music, cooking, science experiments, cultural experiences, etc.)

- Construction or collection of materials for Shaloh House use such as paint aprons, raw materials for art projects, dress-up clothes, dramatic play props, carpentry materials, etc.
- Attending or planning parent workshops

PARENT COMMUNICATION

The Shaloh House Jewish Day School family handbook outlines multiple ongoing avenues for families to ask questions, raise concerns, and provide feedback throughout the school year. We believe that strong partnerships are built on consistent, open, and respectful communication.

Families are encouraged to maintain two-way communication with classroom teachers and school administration at all times. Shaloh House maintains an open-door policy, allowing parents to reach out to educators and administrators as questions or concerns arise.

To support daily and community-wide communication, families are invited to join a class or school WhatsApp group prior to the beginning of the school year. These groups allow for timely sharing of information, reminders, celebrations, and foster ongoing dialogue between families and the school.

Parents may also communicate questions, concerns, or suggestions directly with the teaching staff and administration via emails, scheduled meetings, and daily feedback. The preschool administration can be reached at office@shaloh.org and estherr@shaloh.org, ensuring families have direct and reliable access to leadership.

In addition, Shaloh House regularly utilizes Google Forms to gather family input, preferences, and feedback related to programming, events, and school practices. These tools allow families to share their voices in a convenient and ongoing manner.

Weekly classroom newsletters are another key component of our ongoing communication. Teachers send home weekly updates outlining classroom routines, learning activities, and upcoming experiences. Weekly copies of classroom routines and activities are published in the program's parent newsletter, allowing families to stay informed and actively engaged in their child's learning.

Families are encouraged to review the planned activities with their child at home. This practice supports meaningful conversations and helps children reflect on their day. Rather than asking general questions such as, "What did you do today?", families may find it helpful to ask more specific questions like, "Can you tell me about the picture you painted today?" or "What story did you hear during circle time?"

While curriculum plans are thoughtfully prepared in advance, flexibility is built into the program. Adjustments may occur in response to spontaneous learning opportunities, children's interests, and individual developmental needs, ensuring learning remains engaging, relevant, and responsive.

Through these multiple communication channels—weekly newsletters, WhatsApp groups, email, surveys, and open access to staff—Shaloh House ensures that family engagement and feedback are continuous, meaningful, and responsive throughout the year.

CONFLICT RESOLUTION PROCEDURES

Families are encouraged to follow the procedures outlined below to address concerns and work toward a satisfactory resolution.

Step 1: Classroom Teacher

Parents are encouraged to first discuss concerns directly with their child's classroom teacher through daily feedback, phone calls, emails, whatsapp, or scheduled in person meetings. Teachers will work with families to find appropriate solutions.

Step 2: Preschool Director

If a concern remains unresolved, parents may contact Esther Ravitz - Preschool Director. Shaloh House maintains an **open-door and walk-in policy**, welcoming families to speak directly with the Preschool Director during school hours. Parents may also communicate through **WhatsApp, email, phone calls, or scheduled in-person meetings**.

Esther Ravitz, Preschool Director
Email: estherr@shaloh.org

P: 617-787-2200

Step 3: Executive Director

If further assistance is needed, parents may request a meeting or submit their concerns in writing to Rabbi Rodkin Executive Director for additional review and resolution.

Rabbi Dan Rodkin, Executive Director
Email: rabbi@shaloh.org

Step 4: Massachusetts Department of Early Education and Care (EEC)

If concerns remain unresolved through school administration, families may contact the Massachusetts Department of Early Education and Care (EEC).

Lori O'Brien
Group and School-Age Licensing Specialist
Phone: 617-979-8628

Email: lori.obrien@mass.gov

Families have the right to contact EEC directly at any time regarding licensing, health, safety, or regulatory concerns without first completing the school's internal resolution process.

Our Commitment to Families

Shaloh House Jewish Day School is committed to addressing all family concerns with respect, confidentiality, and fairness. Families are welcome to express concerns without fear of retaliation or negative consequences for their children. The safety, well-being, and best interests of every child remain our highest priority.

DIAPERING AND TOILETING

For children not toilet trained, staff will change diapers every two hours as needed, as well as when children wake up from sleep. Diapers will be changed on a changing table with fresh paper. Soiled diapers are placed in a closed container that is lined with a leak-proof disposable lining. Diapers pails are removed twice a day and when needed. The changing surface is washed and dried with individual washing materials during every change.

Toilet training is not an eligibility requirement for enrollment.

Teachers will ensure that:

- a change of clothing is available for each child.
- diapering areas are separate from facilities and areas used for food preparation and food service.
- a supply of clean, dry diapers adequate to meet the needs of children is maintained (provided by parents).
- the diapering surface will not be used for any other purpose.
- the diapering surface is smooth, intact, impervious to water and easily cleaned.
- each child's diaper is changed on a regular basis throughout the day and when wet or soiled.
- the changing surface is protected with a covering that is of adequate size to prevent the child from coming in contact with the changing surface.

- Teachers and children wash their hands with liquid soap and running water using friction and dry their hands with individual or disposable towels after diapering a child.
- they keep at least one hand on the child at all times when the child is being changed on an elevated surface.
- each child is washed and dried with individual washing materials during each diaper change. After changing, the child's hands must be washed with liquid soap and water, and dried with individual or disposable towels.
- soiled disposable diapers are placed in a closed container that is lined with a leak-proof disposable lining. Soiled diapers will be removed from the program daily, or more frequently as necessary
- soiled non-disposable diapers are placed in a sealed plastic container labeled with the child's name and returned to the parents at the end of the day.
- children are toilet trained in accordance with the requests of their parents and consistent with the child's physical, emotional and developmental abilities.
- no child is punished, verbally abused or humiliated for soiling, wetting or not using the toilet.
- soiled clothing is double bagged in sealed plastic bags and stored apart from other items and sent home with parents at the end of the day.
- children are accompanied to the bathroom by a teacher whenever the need arises, including coming inside from the playground.

ORAL HEALTH

In an effort to decrease the incidence of tooth decay in young children, the Department of Early Education and Care now requires that all children attending preschool for more than four hours a day brush their teeth. The Preschool will provide each child with a child-sized toothbrush that will be replaced every 90 days. Teachers will assist children in brushing their teeth after they have finished eating lunch. Toothpaste will not be used. Teachers will ensure that toothbrushes are labeled and stored in a safe and sanitary manner. Parents who do not want their child to brush teeth while in school must make a request for non-participation in writing.

VOLUNTEERS

Volunteers in the classroom are welcomed. You, a grandparent, an uncle or aunt, or other significant family friends are welcome to come to the classroom and share special skills, interests and experiences with the children. Possibilities include but are not limited to:

- Read a book
- Tell a story
- Assist with a special art lesson in drawing, painting, sculpture (no arts/crafts project)

- Do some science or math experiments
- Show photos from a past trip
- Tell us about your job, hobbies, etc.
- Cooking activities, holiday foods, ethnic recipes, healthy snacks
- Play an instrument, teach new songs
- Teach a dance or exercise program, yoga
- Share information about your culture/country, teach a language
- Talk about your favorite artists, musicians, bring examples of their work
- Gardening and planting

Classroom volunteer hours will be coordinated with the lead teacher of the classroom. If you are interested in volunteering on a regular basis, please indicate that interest.

REFERRAL SERVICES

The Shaloh School will refer parents to appropriate social, mental health, educational and medical services, including but not limited to dental check-up, vision or hearing screening for their child should the teaching staff feel that an assessment for such additional services would benefit the child. The Director is responsible for reviewing these concerns and bringing them to the attention of the parents if a referral is deemed necessary or desirable. The following procedure will be followed:

- Teachers will document their observations of the child, using the Action Plan when appropriate.
- The Director will provide the parent(s) with a copy of the Action Plan, a brief summary of the program's observations related to the referral, and any efforts the program may have made to accommodate the child's needs.
- The Director will advise parent(s) to contact the child's primary care physician to seek a referral for the suggested services. As well, the Director will direct parent(s) to access the EEC's online CCRR search engine tool to seek appropriate services in the area that the child resides.
- In the event that it is has been determined that a child of the Shaloh School has a disability, the Director will write a letter to the administrator of special education in the Boston Public Schools or to the public schools based on the child' residency.

Children's Records and Family Confidentiality

Shaloh House School is committed to maintaining the confidentiality and privacy of all children and families enrolled in the program. Personal information regarding children and their families—including, but not limited to, addresses, phone numbers, family

circumstances, medical information, developmental records, and any other identifying or sensitive information—is treated as privileged and confidential and will not be shared without the written consent of the parent/guardian, except as required by law.

Information contained in a child's record is privileged and confidential, meaning that Shaloh House School will not release information to any individual or agency not directly related to the implementation of the child's program plan without written authorization from the parent/guardian. All staff members are trained in confidentiality practices and are required to safeguard family and child information at all times, including during conversations, documentation, and electronic communication.

Upon request, a parent/guardian will be granted access to their child's record or specific information contained within the record within two (2) business days of the initial request. Shaloh House School follows Massachusetts Department of Early Education and Care (EEC) guidelines governing access to, duplication, storage, and dissemination of such information. Records may be transferred to another program only upon the written request of the parent/guardian. A nominal fee may be charged for copies.

Shaloh House School maintains documentation identifying to whom information from a child's record has been released and the purpose of the release. This documentation is available to the parent/guardian and to program staff responsible for record keeping.

Authorized representatives from the Massachusetts Department of Early Education and Care (EEC), the Department of Public Health, and the Department of Children and Families have the right to review records for regulatory, monitoring, or intervention purposes, as required by law.

TRANSITIONS TO NEW PROGRAM AND KINDERGARTEN

When a child transitions from the Shaloh Preschool to a different program, the Shaloh School will obtain written consent from the parents to communicate/collaborate with the new program. A copy of the child's developmental profile will be provided and teachers will communicate all information that will support the child's transition to the new program. The transition will be acknowledged in a developmentally appropriate way in the classroom and the child's family will be invited to be active participants in the transition process.

Enrolled children who will be entering kindergarten the following school year will have the opportunity to visit the Shaloh School Kindergarten class accompanied by a teacher. With written parental consent, the Director will provide a copy of the children's developmental profiles along with any transitional information requested by teachers of the Shaloh School Kindergarten class. Teachers will acknowledge the upcoming transition in the classroom through books, discussion and an end of year celebration.

TERMINATION AND SUSPENSION PLAN

Possible reasons for suspension and/or termination of a child from the program include:

- Inappropriate behavior, which is considered harmful to your child, staff, or others. (Parents are still liable for payment for days suspended due to inappropriate behavior)
- Damaging school, classroom, and another community member's property.
- Inappropriate parent behavior toward a child, staff, or other parent(s).
- Chronic tardiness at pick-up time.
- Chronic absenteeism.
- Overdue fees.
- Other, as determined and discussed with the Director.

School Suspension

A school suspension means that the child who exhibited inappropriate behavior will be picked up from school immediately, and will stay home for one school day following the day of observed behavior that warranted the suspension. For example, if your child exhibits an inappropriate behavior that calls for suspension on a Tuesday, you will be contacted that Tuesday to pick up your child, your child will stay home for the duration of the school day on Wednesday, and will be allowed to return to the school as regularly scheduled on Thursday.

Suspension and termination of students from the Shaloh School due to behavioral challenges are avoided whenever possible. In the event that teachers observe challenging behavior by a student, the following steps will be implemented before resorting to suspension or termination:

- Teachers will provide an opportunity to meet with parents to discuss the behaviors observed and create a collaborative behavior plan to be implemented at home and in school.
- Teachers and/or administration may offer referrals for evaluation, diagnostic, or therapeutic services.
- Shaloh School will explore the availability of supportive services for teachers, including consultation and educational training.
- Teachers will be in ongoing communication with the parents about the progress of the behavior so that all parties involved are up to date.

All incidents and subsequent actions will be documented. If a child is suspended or terminated after exhausting appropriate avenues for sustaining enrollment, the Shaloh House School will provide the parent/ guardian with specific circumstances in which the child may return, if any. Warning and suspensions are used before termination is instituted. If any referrals are recommended or requested by the parent, the information will be documented in the child's file.

In all cases, suspension and/or expulsion of a child from the Shaloh House School is the final decision of the Executive Director. Although a last resort, suspension /termination may be necessary to ensure the safety of a specific child and others in the class.

When a child is terminated from the program, the teachers shall prepare the child for the termination in a manner consistent with his/her ability to understand. The suspension will not be for punishment or to circumvent referral requirements and will not be a violation of the ADA.

Community Resources

Shaloh House Jewish Day School is committed to supporting families beyond the classroom by sharing information about local community resources that promote family well-being and stability. These resources are intended to assist families with a variety of needs, including literacy and educational enrichment, food security, health and social services, and general family support.

The community resources listed in this handbook include local libraries, food pantries, and community agencies serving the Brighton and surrounding areas. Families are encouraged to access these services as needed and to reach out to school administration for additional guidance or referrals. Our goal is to ensure that all families feel supported, informed, and connected to the wider community.

Library & Literacy Resources

- **Boston Public Library - Brighton Branch** – Public library offering books, children's programs, story times, computer access, and community events for families.
  Address: 40 Academy Hill Rd, Brighton, MA 02135 Tel: 617-782-6032

- **Boston Public Library - Faneuil Branch** – Neighborhood branch with resources for all ages including children's reading programs and educational activities.
  Address: 419 Faneuil St, Brighton, MA 02135 Tel: 617-782-6705

- **Watertown Free Public Library** – A nearby public library offering family-friendly programming, books, and community services.
  Address: 123 Main St, Watertown, MA 02472 Tel: 617-972-6431

Food Security & Basic Needs

- **Allston - Brighton Food Pantry - Food Distribution Center** – Local food pantry providing food assistance to Brighton families.
  Address: 404 Washington St, Brighton, MA 02135 Tel: 617-254-4046

- **Brighton Center Community Fridge** – Community fridge offering free accessible food resources 24/7 to neighbors in need.
  Address: 404 Washington St, Boston, MA 02135

- **Greater Boston Food Bank** – Regional food resource supporting local pantries and offering food access programs.
  Address: 70 S Bay Ave, Boston, MA 02118 Tel: 617.427.5200 www.gbfb.org

Family Support & Social Services

- **ABCD Allston-Brighton Neighborhood Opportunity Center** – Offers comprehensive **family support services** including food access, fuel assistance, housing resources, immigrant services, and youth programs for local residents.
  Address: 640 Washington St, Unit 203, Brighton, MA 02135 p (617) 903-3640
  www.bostonabcd.org

CLOSING STATEMENT

A strong home and school environment is essential when building a good environment for young children. All of our staff will try to do our very best to keep you informed and involved in our preschool program. Clearly, ongoing communication and support from both families and staff make the connection between home and school a two-way street. Please share with us information about your child and report any changes especially during a major crisis.

Anything you share with us will be held in strict confidence. We hope to nurture mutual trust and respect at every opportunity. There will be many ways for parents to become involved in Shaloh House. We look forward to getting to know you and your family.

HEALTH CARE POLICY EXCERPTS

The following are excerpted from our complete Shaloh School Health Care Policy. To view the complete policy, please speak with our office manager during regular school hours.

Missing Children

Should a child be missing from the Preschool the Director will immediately contact 911 and the child's parents. If the child's parents cannot be reached, the contacts listed on the child's First Aid and Emergency Medical Care Consent Forms will be contacted.

Emergency Evacuation Plan

- Emergency Evacuation Plans will be posted in all classrooms.
- During an emergency evacuation, a teacher will be responsible for leading children out of the building. The Director will assist in the evacuation and check for stragglers.
- The Director will make a visual inspection of the classroom and obtain the Off-Site Emergency Information Notebook, which includes daily attendance records and First Aid and Emergency Medical Care Consent Forms for all children, before exiting the building.
- The children will be led outside the building, walk up Dighton Ave., and gather at the top of Dighton Ave. The Director will then take attendance and ensure that all children are accounted for.
- Reasons for emergency evacuations include, but are not limited to: fire, power outage, or natural disasters. If loss of power, heat and/or water occurs while children are in care and it is unlikely to return within 2 hours, the Shaloh Preschool will be closed. Parents will be notified and asked to pick up their children immediately.
- The Director, in conjunction with the Head of School, will contact appropriate licensing boards and emergency agencies. The Shaloh Preschool will remain closed until all involved agencies have approved reopening.
- The Director will notify the EEC of any evacuations and/or closures within 24 hours.
- The Director will conduct emergency evacuation drills monthly at different times of the program day, under varied weather conditions and using different evacuation routes.
  - The Director will maintain documentation of the date, time and effectiveness of each drill in the Emergency Evacuation Log. This documentation will be maintained for 5 years.

Plan for Managing Illnesses/Infections/Communicable Diseases

- A child will be excluded from care if he or she displays any of the following symptoms:

- an illness that prevents the child from participating in program activities or resting comfortably
- an illness that results in greater care need than the Shaloh Preschool staff can provide without compromising the health and safety of other children
- a fever of 101 degrees or higher, until child has been without fever for 24 hours
- unusual lethargy, irritability, persistent crying, difficulty breathing or other signs of serious illness
- persistent diarrhea
- vomiting, until maintaining a 24 hour period without vomiting. An exception would be if it is very clear that the vomiting occurred due to nausea as a result of excessive activity following eating.
- mouth sores, unless the child's physician states that the child is non-infectious
- rash with a fever or behavior change, until the child's physician has determined that the illness in a non-communicable disease
- purulent conjunctivitis (defined as pink or red conductive with white or yellow discharge, often with matted eyelids), until examined by a physician and approved for readmission with or without treatment
- tuberculosis, until the child is non-infectious
- impetigo, until 24 hours after treatment has started
- pinworm, until 24 hours after treatment has started
- head lice, until free of all nits or scabies and free of all mites
- strep infection, until 24 hours after treatment has started and the child has been without fever for 24 hours
- chicken pox, until the last blister has healed over

- The Preschool Director may make the final decision concerning the inclusion or exclusion of the child.
- In accordance with The Department of Public Health, The Preschool Director will notify the Department of Public Health and all enrolled families immediately, and in writing when any communicable disease or illness has been introduced into the program. Whenever possible, written information will be made available.

Infection Control

All teachers at the Shaloh School will be trained in infection control procedures.

- Teachers will educate children about and promote hand washing procedures and health precautions.

- All teachers and children will wash their hands with liquid soap and running water, using friction, in accordance with DPH guidelines. Hands will be dried with individual or disposable towels or an automatic hand blow dryer. Common towels will not be used. Teachers and children will wash their hands at least at the following times:

    - before and after water play
    - before eating or handling food
    - after toileting or diapering
    - after coming into contact with bodily fluids or discharges (including sneezing or coughing)

- In addition, all teachers will wash their hands at the following times:

    - before and after the administration of medication
    - after performing cleaning tasks, handling trash or using cleaning products
    - Facilities used for hand washing after toileting or diapering will be separate from facilities and areas used for food preparation and food service.
    - Equipment, materials, items and surfaces (including floors, walls and clothing used for dramatic play) are washed with soap and water and disinfected as needed to maintain a sanitary environment.
    - All floors used by children will be swept and/or vacuumed daily.
    - All eating surfaces will be washed and disinfected before and after each use.

- Where applicable, the following items, equipment and surfaces will be washed and disinfected after each use:

    - toilet training chairs which have first been emptied into a toilet
    - sinks and faucets used for hand washing after the sink is used for rinsing a toilet training chair
    - diapering surface
    - mops used for cleaning bodily fluids
    - water table and water play equipment
    - Toys mouthed by a child will be set aside and stored after each use and will not be used by another child until they are washed and disinfected.
    - Personal items intended for individual use by children, including but not limited to pacifiers, toothbrushes and sleeping materials, will be labeled with the name of the child for whom they are intended.

- The following items will be monitored for cleanliness and washed and disinfected at least daily:

- toilets and toilet training chairs
- containers, including lids, used to hold soiled diapers
- sinks and sink faucets
- drinking fountains
- play tables
- washcloths and towels

- The following will be washed and disinfected at least weekly:

  - cots and other approved sleeping equipment
  - sheets, blankets or other coverings
  - machine washable fabric toys
  - smooth surfaced, non-porous floors
  - mops used for cleaning
  - The disinfectant solution used to disinfect preschool items, equipment and surfaces will be either a bleach solution prepared by EEC guidelines or a commercially prepared disinfectant that has been registered as a sanitizing solution by the EPA.
  - All disinfectant solutions will be stored in accordance with manufacturer's directions and in a secure place out of the reach of children.
  - Disposable non-latex gloves will be used for the clean up of blood or bodily fluids. The affected area will be disinfected. Used gloves and any other materials containing blood or other bodily fluids must be thrown away in a lined, covered container. Teachers will wash their hands thoroughly with soap and water after cleaning up the contaminated area. Contaminated clothing must be sealed in a plastic container or bag, labeled with the child's name and returned to the parent at the end of the day.
  - Individual towels or washcloths will be stored open to the air and not touching each other.
  - Children will use individual, labeled toothbrushes, which will be replaced every 90 days. Toothbrushes will be stored in a safe and sanitary manner open to the air without touching each other.

Injury Prevention

- Every morning the Director and teacher(s) will assess the safety of the classroom environment and remove any potential hazards.

  - The Director will monitor the outdoor playground, remove potential hazards and report needed repairs or unsafe conditions to the Head of School.

- Liquids, foods and appliances that are or become hot enough to burn a child will be kept out of reach of the children.
- All hot drinks may only be consumed by staff from a sealed non-transparent mug.
- The use of any substance that may impair a teacher's alertness, judgment or ability to care for children during preschool hours is prohibited.
- Drinking alcoholic beverages and smoking on preschool grounds during preschool hours is prohibited.
- The Director will ensure that the following are easily and readily available at all times and accompany the children anytime they leave the facility in the care of staff.

    - a first aid kit
    - current family contact information
    - information about allergies and known medical conditions
    - emergency or life-saving medications, such as asthma inhalers and epinephrine auto-injectors, for any children for whom they have been prescribed
    - telephone numbers for emergency services
    - authorization for emergency care for each child

- The Director will maintain adequate first aid supplies, including, but not limited to: adhesive tape, band-aids, gauze pads, gauze roller bandage, disposable non-latex gloves, instant cold-pack, scissors, tweezers, thermometer, and CPR mouth guard.
- The Director will maintain a record of any unusual or serious incidents, including but not limited to behavioral incidents, injuries, property destruction or emergencies. These reports will be reviewed on a monthly basis.
- Teachers will check children's clothing to ensure that it is free from strings, laces or jewelry that could become entangled or wedged in playground equipment and present a strangulation hazard.
- Teachers will protect children against cold, heat and sun injury.

Medication

- Every teacher who administers prescription or non-prescription medication to an enrolled child during school hours will be trained to verify and to document that the right child receives the proper dosage of the correct medication designated for that particular child and given at the correct time(s) and by the proper method. Every teacher who administers medication (other than topical medication on a non-open wound) will demonstrate competency in the administration of medication before being authorized by the Director to administer any medication.

- At least one teacher with training in medication administration will be present at any and all times when children are in care.
- Every teacher who administers any medication, other than oral or topical medications and epinephrine auto-injectors, will be trained by a licensed health care practitioner and will demonstrate annually to the satisfaction of the trainer, competency in the administration of such medications.
- Every teacher, including those not authorized to administer medication, will be trained in recognizing common side effects and adverse interactions among various medications and potential side effects of specific medications being administered in the program.

Medication Administration

- All medication administered to a child, including but not limited to oral and topical medications of any kind, either prescription or non-prescription, must be provided by the child's parent.
- All prescription medications must be in the containers in which they were originally dispensed and with their original labels affixed. Over the counter medications must also be in the original manufacturer's packaging.
- Teachers must not administer any medication contrary to the directions on the original container, unless so authorized in writing by the child's licensed health care practitioner. Any medications without clear instructions on the container must be administered in accordance with a written physician or pharmacist's descriptive order.
- Unless otherwise specified in a child's individual health care plan, teachers will store all medications out of the reach of children and under proper conditions for sanitation, preservation, security and safety during the time the children are in care and during the transportation of children.
- Those medications found in United States Drug Enforcement Administration (DEA) Schedules II-V will be kept in a secured and locked place at all times when not being accessed by an authorized individual.
- Prescription medications requiring refrigeration will be stored in a way that is inaccessible to children in a refrigerator maintained at temperatures between 38 and 42 degrees F.
- Emergency medications such as epinephrine auto-injectors will be stored in a place inaccessible to children, but will be immediately available for use as needed.
- When possible all unused, discontinued or outdated prescription medications will be returned to the parent by the Director and the return will be documented in the child's record. When return to the parent is not possible or practical, such prescription medications will be destroyed and the destruction recorded by the Director in accordance with the Department of Public Health, Drug Control Program.

- Teachers will not administer the first dose of any medication to a child, except under extraordinary circumstances and with parental consent.
- Each time a medication is administered, the teacher will document in the child's record the name of the medication, the dosage, the date, the time and the method of administration and who administered the medication.
- Teachers will administer medications in accordance with the consent and documentation requirements outlined by the EEC 7.11(2)(1)1-5. These guidelines will be posted in a place accessible to all teachers and included in the Parent Handbook.

    - **Prescription Medication**

        - Parents will fill out the Authorization for Medication form and a copy will be maintained in the child's record.
        - Health care practitioner authorization is required.
        - Administration must be logged and include name of child, dosage, date, time, method of administration and staff signature. Missed doses must be noted along with the reason(s) why the dose was missed.

    - **Oral Non-Prescription Medication**

        - Parents will fill out the Authorization for Medication form and a copy will be maintained in the children's record.
        - Health care practitioner authorization is required.
        - Administration must be logged and include name of child, dosage, date, time, method of administration and staff signature. Missed doses must be noted along with the reason(s) why the dose was missed.

    - **Unanticipated Non-Prescription for mild symptoms** (e.g., acetaminophen, ibuprofen, antihistamines)

        - Parents will fill out the Authorization for Medication form and a copy will be maintained in the child's record. This form will be renewed annually.
        - Health care practitioner authorization is required.
        - Administration must be logged including name of child, dosage, date, time and staff signature.

    - **Topical Non-Prescription** (when applied to open wounds or broken skin)

        - Parents will fill out the Authorization for Medication form and a copy will be maintained in the child's record. This form will be renewed annually.

- Health care practitioner authorization is required.
- Administration must be logged including name of child, dosage, date, time and staff signature.

- **Topical Non-Prescription** (not applied to open wounds or broken skin)

  - Parents will fill out the Authorization for Medication form and a copy will be maintained in the child's record. This form will be renewed annually.
  - Administration of this category does not require health care practitioner authorization, nor does its administration need to be logged.

Individual Health Care Plan for Chronic Conditions

- Shaloh School will maintain as part of a child's record, an individual health care plan for each child with a chronic medical condition, which has been diagnosed by a licensed health care practitioner. The plan must describe the chronic condition, its symptoms, any medical treatment that may be necessary while the child is in care, the potential side effects of that treatment, and the potential consequences to the child's health if the treatment is not administered.
- Teachers may administer routine, scheduled medication or treatment to the child with a chronic medical condition in accordance with the written parental consent and licensed health care practitioner authorization.
- Notwithstanding the required training for teachers administering medication, the teacher must also have successfully completed training given by the child's parent or the program's health care practitioner or, with his/her written consent, given by the child's parent or Shaloh School's health care consultant that specifically addresses the child's medical condition, medication, and other treatment needs.
- In addition to the requirements for the routine, scheduled administration of medication or treatment described above, any unanticipated administration of medication or unanticipated treatment for a non-life-threatening condition requires that the teacher must make a reasonable attempt to contact the parent(s) prior to administering such unanticipated medication or beginning such unanticipated treatment, or, if the parent(s) cannot be reached in advance, as soon as possible after such medication or treatment is given.
- The teacher must document all medication or treatment administration, whether scheduled or unanticipated, in the child's medication and treatment log.
- The written parental consent and the licensed health care practitioner authorization shall be valid for one year, unless withdrawn sooner. Such consent and authorization must be renewed annually for administration of medication and/or treatment to continue.

Procedures for Illness, Injury or Emergency

- All teachers at the Shaloh School are trained yearly in Infant/Child CPR and Standard First Aid by the American Red Cross.
- If a child becomes ill while at school (see Plan for Managing illnesses/Infections/Communicable diseases), a parent or guardian will be notified to pick him/her up. If a parent cannot be reached, then the person(s) designated on the child's First Aid and Emergency Medical Care Consent Form will be contacted.
- If a child is injured, the following procedure will be observed:

    - The teacher will assess the child's injury.
    - If the injury is not serious/life threatening, the teacher will follow the recommended first aid procedure. The teacher will then monitor and observe the child's condition throughout the day.
    - The parent or guardian will be provided with timely, full and accurate verbal notification of the injury.
    - The teacher will complete an Injury Report Form within 24 hours. The report will be given to the parent or guardian for signature. A copy will be returned to the parent or guardian and a copy will be maintained in the child's file.
    - The injury will also be documented in the Incident Log.

- If the injury is serious/life threatening or a medical emergency occurs, the following procedure will be observed:

    - The Director will immediately administer CPR/First Aid as deemed necessary by the nature of the emergency.
    - A teacher will immediately contact emergency services (911).
    - The teacher will then notify the child's parent or guardian of the injury/emergency. If a parent or guardian cannot be reached, then the person(s) designated on the child's First Aid and Emergency Medical Care Consent Form will be contacted.
    - The other teacher present will care for the non-injured, healthy children.
    - If only the Director and one teacher are present, the following procedure will be followed: The Director will administer First Aid/CPR; the teacher will contact Emergency Services (911) and then contact Designated Adult, Elana Markov (ext. 10), to assist in contacting the child's parent/emergency contact. The teacher will also be responsible for caring for the other non-injured, healthy children.

- If transport to Saint Elizabeth's Hospital is necessary, the Director will accompany the child. A copy of the child's medical information and First Aid and Emergency Medical Care Consent Form will be provided.
- The teacher will complete an Injury Report Form within 24 hours. The report will be given to the parent/guardian for signature. A copy will be returned to the parent or guardian and a copy will be maintained in the child's file.
- The injury/emergency will also be documented in the Incident Log.
- The Director will provide written notification to the EEC of the injury/emergency within 48 hours of making the original report. Copies of the CPR/First Aid cards of the staff present at the time of the injury/medical emergency will also be provided.

Emergency Procedures When Off-site

- The First Aid Kit and First Aid and Emergency Medical Care Consent Forms for all children present will be taken on all off site activities.
- All children will wear a name-tag with the program's address and phone number.
- The Director will carry a cellular phone and identify in advance the location of accessible landlines.
- The procedures for illness, injury or emergency outlined above will be followed.

Abuse and Neglect

Every teacher is a mandated reporter under M.G.L. c. 119, 51A and must make a report to the Department of Children and Families (DCF) whenever he/she has reasonable cause to believe a child in the program is suffering from serious physical or emotional injury resulting from abuse inflicted upon the child, including but not limited to sexual abuse, or from neglect, including but not limited to malnutrition, no matter where the abuse or neglect may have occurred and by whom it was inflicted.

- The following procedure will be followed:

  - A teacher who suspects abuse or neglect must document her observations including the child's name, date, time, child's injuries, child's behavior and any other pertinent information. The teacher will discuss this information with the Director.
  - The Director or the teacher with the assistance of the Director will make a verbal report to DCF, to be followed by a required written report 51A within 48 hours.
  - If a teacher feels that an incident should be reported to DCF and the Director disagrees, the teacher may report to DCF directly.

- All concerns of suspected abuse or neglect that are reported to DCF will be communicated to the parents by the Director unless such a report is contra-indicated.

Any form of abuse or neglect of children while in care is strictly prohibited. The Director and all teachers must operate the program in ways that protect the children from abuse or neglect. Teachers are responsible for abuse or neglect if:

- The teacher admits to causing the abuse or neglect, or
- The teacher is convicted of abuse or neglect in a criminal proceeding, or
- The Department of Early Care and Education determines, based upon its own investigation or an investigation conducted by the Department of Children and Families subsequent to a report filed under M.G.L. c. 119, 51A and 51B, that there is reasonable cause to believe that the teacher or any other person caused the abuse or neglect while the children were in care.

- The Director will notify the Department of Early Education and Care immediately after filing or learning that a 51A report has been filed alleging abuse or neglect of a child while in the care of the program or during a program-related activity.
- The Director will notify the Department of Early Education and Care immediately upon learning that a report has been filed naming a teacher or person regularly on the Preschool premises an alleged perpetrator of abuse or neglect of any child.
- The Director will ensure that any teacher accused of the abuse or neglect of a child in a report to the Department of Children and Families, filed pursuant to M.G.L. c. 119, 51A does not work directly with children until the Department of Children and Families investigation is completed and for such further time as the Department of Early Education and Care requires.
- The Director and teacher(s) will cooperate fully with all DCF investigations.